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ABSTRACT

A product evaluation of the Saginaw, Michigan School District's state-funded prekindergarten program for at-risk 4-year-olds (Michigan School Readiness Program, formerly Michigan Early Childhood Education Preschool, or MECEP) was conducted in 1994-95. The Piaget-based program, which served approximately 302 children at 9 elementary schools, involves 7 component areas: cognitive, psychomotor, affective, parent participation and education, curriculum, staff development, and community collaboration and participation. The major outcome question asked in the evaluation was: Did the program attain the 26 objectives it set out to accomplish? The Prekindergarten Saginaw Objective Referenced Test was used to measure product outcomes on 13 program objectives dealing with cognitive and psychomotor skills. The Affective Rating Scale was used to measure the 7 affective objectives. Parents as Partners Monthly Logs were used to measure outcomes on the three parent participation/education objectives. Finally, records maintained by the MECEP program supervisor were used to measure the three objectives related to the curriculum, community collaboration/participation, and staff development components of the program. Evaluation data indicated that in its seventh year of operation, the program was quite successful, with 25 of 26 objectives attained. (Recommendations for program improvement are offered. Ten appendices provide related material, including specific program objectives, the PK-SORT, and statistics broken down by building.) (AA)

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EVALUATION REPORT

MICHIGAN SCHOOL READINESS PROGRAM
PRODUCT EVALUATION REPORT

1994-95

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

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MICHIGAN SCHOOL READINESS PROGRAM
PRODUCT EVALUATION REPORT

1994-95

An Approved Report of the

Department of Evaluation, Testing, and Research

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June, 1995

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Program Description

This is the seventh year the School District of the City of Saginaw has operated a state funded prekindergarten program for "at-risk" four year old children. The program, currently entitled Michigan School Readiness Program (formerly called the Michigan Early Childhood Education Preschool) is the subject of this evaluation report. The District has operated for the past twenty-five years a federally funded (Chapter 1 of the Educational Consolidation and Improvement Act) prekindergarten program for children coming from the inner city. Thus, Saginaw is no stranger to prekindergarten programming and the two programs are essentially the same except for funding source and the process to identify eligible four year olds.

The factors which place four year olds "at risk" of becoming educationally disadvantaged are essential to the identification of those to be included in the Michigan School Readiness Program (MSRP) program. Four year olds selected for participation in MSRP must have shown one or more of the following "at risk" factors:

> Score of 17 or less on the 27 item Prekindergarten Readiness Screening Device (PRSD); low birth weight; developmentally immature; long-term or chronic illness; diagnosed handicapping condition (mainstreamed); language deficiency or immaturity; family history of low school achievement or dropout; single parent; unemployed parent/parents; low family income; parental/sibling loss by death, or parental loss by divorce.*

*From 1994-95 Grant Application For: The Michigan School Readiness Program, page 7 with criteria of PRSD for developmentally immature.

An accounting of this year's MSRP participants shows that as of February 13, 1995 a total of 302 pupils were attending one of nine sites (see Appendix A for details).

The MSRP operated at nine elementary sites: Fuerbringer, Herig, Jerome, Kempton (p.m. only), Merrill Park, Chester Miller, John Moore, Stone, and Zilwaukee (a.m. only).

The MSRP program is based upon the Piagetian concept that a child develops intellectually in a stimulating environment. Preschoolers are provided with an environment in which they receive positive reinforcement for reaching out, experimenting, seeking, and attaining new knowledge. Free and structured experimentation with common objects provide learners with information and a repertoire of actions on objects to enable them to explore the properties of unfamiliar things. Manipulative materials provide children with many problem-solving developmental activities. The daily schedule includes experiences in the areas of affective, fine and gross motor skills, physical and social knowledge, and parent participation.

Language and concept development is constantly encouraged and reinforced. The school environment is characterized by: consistency, behavior modification, interest centers, decision-making on the part of the students, and pupil participation with freedom and responsibility.

The overall goal of the program is to provide four year olds with an environment that will enable them to develop school readiness skills. There are seven program component areas: cognitive, psychomotor, affective, parent participation/education, curriculum, staff development, and community collaboration/participation components (see Appendix B for the objectives in each component).

Evaluation Procedures

This report presents the results of the seventh product evaluation of the MSRP program. A process evaluation was also conducted this year, and these findings are reported in a separate report.

Product Evaluation

A product evaluation measures the end results of a particular program. The major product (or outcome) question was: Did the program attain the objectives it set out to accomplish?

To answer this question relative to the cognitive and psychomotor objectives, the Prekindergarten Saginaw Objective Reference Test (PK-SORT) was used to assess student achievement (see Appendix C for a copy of the PK-SORT). The PK-SORT included 31 items dealing with both psychomotor and cognitive program areas. The first 17 items measured the program's nine cognitive objectives while the remaining 14 dealt with the four fine and gross motor objectives. The post-test only administration of PK-SORT took place from April 25-May 17, 1995.

The outcome of the affective objectives was measured by a pre- and post-test administration (September 19-23, 1994 and April 10-24, 1995 respectively) of the Affective Rating Scale (ARS). The ARS is an 18 item checklist dealing with seven affective objectives (see Appendix D for a copy of the ARS).

The Parents as Partners Sheet was the evaluation instrument used by each teacher to record the amount and type of parent participation that occurred during the year (and measures the three parent participation objectives). Due to the mobility of children into and out of the program, a decision rule was

developed to define the mastery criteria for less than a school year attendance related to parents as partners objectives (see Appendix E for the decision rule).

The three final objectives related to curriculum, community/collaboration/participation and staff development used existing record-keeping systems maintained by the program supervisor to obtain data relative to meeting or not meeting the criterion of each objective.

Presentation and Analysis of Product Data

Prekindergarten Saginaw Objective Referenced Test (PK-SORT)

The results of the PK-SORT (administered during April 25-May 17, 1995 to MSRP prekindergarten pupils) are presented below. PK-SORT results will be reported separately for both cognitive and psychomotor subtest areas. The following results are based upon the testing of pupils in May. Summary post-test data for the cognitive subtest are contained in Table 1 below. The cognitive subtest measures nine objectives.

Table 1

Pupils Attaining Objectives of the Prekindergarten SORT Cognitive Subtest

Obj. #	Objective Description	Standard	Pupils Attaining Standard #	Pupils Attaining Standard %	Attainment of Objective
1	Physical Knowledge	80% of the pupils will correctly respond to 2 of 3 related items	285	(94.7)	Yes
2	Social Knowledge	80% of the pupils will correctly respond to at least 3 of 4 related items	284	(94.4)	Yes
3	Knowledge: Classification	50% of the pupils will apply 2 criteria for sorting	267	(88.7)	Yes
4	Knowledge: Logical-Mathematical -Seriation	70% of the pupils will answer at least 1 of 2 related items	266	(88.4)	Yes
5	Spatio-Temporal Knowledge: Structure of Time	50% of the pupils will respond correctly to at least 50% of the items	268	(89.1)	Yes
6	Expressive Language: Labeling	85% of the pupils will label at least 4 objects in a picture	296	(98.3)	Yes
7	Expressive Language: Mean Length of Utterance	80% of the pupils will use a sentence of 5 or more words	278	(92.4)	Yes
8	Expressive Language: Semantics	65% of the pupils will use at least 2 of 5 elements of fluency	256	(85.0)	Yes
9	Expressive Language: Plot Extension/ Expansion	50% of the pupils will use at least 1 element of plot extension in their description	288	(95.7)	Yes

Note. N=301.

Analysis of the data contained in the above table reveals the following:

- MSRP pupils attained nine of the nine (100.0%) cognitive objectives.
- The Knowledge: Logical-Mathematical-Seriation showed the lowest attainment (88.4%).
- Objective 6 (Expressive Language: Labeling) demonstrated the greatest percentage of attainment (98.3%).

Summary data for the psychomotor subtest are presented in Table 2 which follows. The psychomotor subtest measures four objectives.

Table 2

Pupils Attaining Objectives on the Prekindergarten SORT Psychomotor Subtest

Obj. #	Objective Description	Standard	Pupils Attaining Standard #	Pupils Attaining Standard %	Attainment of Objective
10	Fine Motor Coordination	80% of the pupils will perform at least 3 of 4 activities	288	(95.7)	Yes
11	Spatio-Temporal Knowledge: Structuring of Space (Order)	65% of the pupils will correctly pattern a topological relationship	227	(75.4)	Yes
12	Representation at the Symbol Level: Specific Shapes	65% of the pupils will copy 3 of 4 shapes	203	(67.4)	Yes
13	Gross Motor Coordination	80% of the pupils will complete at least 3 of 4 movements	270	(89.7)	Yes

Note. N=301.

Analysis of the above data reveals the following results:

- MSRP pupils attained four of the four (100.0%) objectives.
- Objective 12 (Representation at the Symbol Level: Specific Shapes) showed the lowest attainment (67.4%)
- Objective 10 (Fine Motor Coordination) demonstrated the highest attainment (95.7%).

The presentation of cognitive and psychomotor post-test achievement data by building are shown in Appendix F.

Affective Rating Scale (ARS)

The outcome of the affective objectives was measured by a pre- and post-test administration (September 19-23, 1994 and April 10-24, 1995 respectively) of the 18-item Affective Rating Scale (ARS). A total of 301 MSRP pupils were pre- and post-tested. For these pupils to show attainment on an objective the average post-test score must increase one score point or more in the positive direction over the pre-test score. Mean pre- and post-test rating plus objective attainment results for the seven affective objectives are captured in Table 3 below.

Table 3

Objective Attainments[a] Based on Mean Pre-test and Post-test Ratings by Teachers as Determined by an Analysis of Affective Rating Scale (ARS) Data

Obj. #	Objective Description	ARS Items	MEANS					Percent Change	Attainment of Objective
			VF 1	F 2	S 3	I 4	VI 5		
14	Preference Value Teacher	5, 6, 10		Post 1.8		Pre 3.8		38	Yes
15	Self-Control	13, 14		Post 1.6		Pre 3.5		38	Yes
16	Positive Peer Interaction	1, 3, 11		Post 1.9		Pre 3.9		40	Yes
17	Initiates Activities	15, 17		Post 1.9		Pre 4.0		40	Yes
18	Positive Work Attitude	7, 12		Post 1.5		Pre 3.6		42	Yes
19	Curiosity	2, 4, 8, 9		Post 1.9		Pre 3.9		40	Yes
20	Creativity	16, 18		Post 2.0		Pre 4.2		42	Yes

Note. N=301

[a]Performance Standard – pre- to post-test increases will average 20% or more relevant ARS items (i.e., a change of at least one scale point on the instrument in a positive direction).

Pre-Grand Mean = 3.8
Post-Grand Mean = 1.8
Difference = 2.0 or 40%

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A review of the above data reveals the following results:

- MSRP pupils attained seven of seven (100.0%) affective objectives.
- Pre- to post-test mean gains ranged from 1.9 (38.0%) to 2.1 (42.0%) points.
- The smallest mean gain (1.9) occurred on objectives 14 (Preference Value Teacher) and 15 (Self-Control).

The ARS data by building are shown in Appendix G for the interested reader.

Parents Participation/Education

Parent participation has always been an important part of Saginaw's prekindergarten programming. This component is designed to provide parents with the skills they need to become directly involved in their children's education. Parents and other members of the family frequently are quite eager to provide these learning experiences for this child. The parenting component can provide them with specific information on how their interactions can contribute to their child's development.

The parent program had three main objectives:

21. 60% of the prekindergarten families will participate in the classroom or on field trips four times per year.
22. 60% of the prekindergarten families will participate in parent meetings four times per year.
23. 80% of the prekindergarten families will complete with the child nine home activities and return them to school.

The evaluation of this year's parenting component consisted of a year-end analysis of the data collected and recorded during the year.

Parent participation is an important component of this program. Table 4 below presents a detailed view of how the program fared on each of the three objectives.

Table 4

Attainment of Product Parents as Partners Objectives

Objective Number	Families Meeting Standards #	%	Objective Attained
21 (60%)[a]	237	75.7	Yes
22 (60%)	266	85.0	Yes
23 (80%)	293	93.6	Yes

Note. N=313 families.

[a]Mastery criteria for each objective stated in percent.

As an analysis of the above data indicates, the parenting component was a success. All three objectives met the attainment standard. Parenting data by building can be found in Appendix H.

Curriculum

The curriculum objective was focused on establishing an Early Childhood Education Curriculum Committee with an intended outcome of meeting at least three times during the 1994-95 school year.

This committee with 15 members (see Appendix I for listing of its membership) met throughout the year. A total of three meetings were held on the following dates: September 1, October 6, and October 13, 1994. Major topics covered at curriculum committee meetings were as follows.

- Grow your own teachers,
- MIMOSA math materials reviewed to determine feasibility to pilot,
- Planning for implementation of ungraded primary, and
- Revised prekindergarten, kindergarten, first, and second grade report cards.

From the review of the data maintained by the project supervisor, it was evident that the curriculum objective (objective 24) was attained.

Community Collaboration/Participation

This objective again involves the establishment of a committee. The purpose of the committee was to encourage community collaboration and participation in the MSRP program. Instead of establishing a new committee, the program supervisor became a member of the Family Life Education Advisory Committee and used this committee as a vehicle to focus collaboration and participation (see Appendix J for list of members).

The Family Life Education Advisory Committee or its subcommittee did meet two time, namely on October 4, 1994 and again on May 14, 1995. A number of programs/services of mutual interests were dealt with including: birth to three program, drug free school programs, parent resource center, K-12 parenting program, life management education, young parent program, prekindergarten program, growth and afrocentrific program, adult high school/adult basic education, and project success. The program supervisor

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also attended four sessions of the Michigan Department of Education (MDE) advisory committee. This committee of Saginaw County districts with MSRP programs reviews community collaboration and participation issues. Objective 25 dealing with the community collaboration and participation was attained.

Staff Development

The staff development objective (objective 26) held that 75% of MSRP staff would participate in 75% of the inservices offered to improve instructional skills and broaden the knowledge base of staff. A review of the data maintained by the program supervisor revealed that 85.7% (12 of the 14 staff members) attended at least 75% of the inservice sessions offered. The chart below indicates the month and the major topic(s) covered during each session.

Month	Topics
August	- MEAP - Prekindergarten objectives and handbook - Ungraded primary - Screening procedures
September	- Attendance procedures
October	- Immunizations - District-wide parent meeting - Book bags - Incentive books - Library grant - Planning for inservices
November	- Preschoolers, books, and libraries - Practical puppeteering
December	- Language committee - Attendance - Process evaluation - Word wall
January	- Technology inservice
February	- Gross motor - Science committee

March	- Art committee presentation - Parents as partners summary sheets - MiAEYC Conference - Saginaw Symphony Concert - New schedule for music
April	- SORT Testing Procedures - Process evaluation - Ideas for some type of continuous progress report
May	- Screening procedures - End of year Parent/Child Meetings - Housekeeping activities

Recapping, 85.7% of the MSRP staff attend 75% or more of the monthly staff development sessions offered, indicating that objective 26 was attained.

Summary and Conclusions

The 1994-95 Michigan School Readiness Program (MSRP) Program served a total of approximately 302 children at nine elementary schools. A screening test was administered to each registrant at the beginning of the year as well as a screening for other "at risk" factors of becoming educationally disadvantaged was conducted to select the children who most needed this experience.

The Prekindergarten Saginaw Objective Referenced Test (PK-SORT) was used to measure product outcomes on thirteen of the 26 program objectives. The results show that the program attained nine of the nine (100.0%) objectives in the cognitive skills area, and four of four (100.0%) objectives in the psychomotor skills area. Overall, the program was able to attain thirteen of the thirteen (100.0%) PK-SORT objectives.

The Affective Rating Scale (ARS) was used to measure the seven affective objectives. The results show that the program attained seven of the seven (100.0%) affective objectives.

The Parents as Partners Monthly Logs was the vehicle used to measure the product outcome on the three parent participation/education objectives. These results show that all three objectives (100.0%) were attained.

Finally, records maintained by the MSRP program supervisor were used to measure the three objectives related to curriculum, community collaboration/ participation, and staff development components of the program. Again, a review of the results shows that three of the three objectives were attained (100.0%).

The MSRP program in its seventh year operation was very successful with 25 of the 26 (96.2%) objectives being attained. This probably is in large partly

due to the experienced staff the Saginaw Schools has developed over its 25 years of prekindergarten programming endeavors.

Even successful programs can be improved. A review of the process and product evaluation data indicates certain areas where refinement or adjustment can be made in aiming toward further program improvements.

Recommendations

The recommendations that follow are based on this year's process and product evaluations and are intended to help bring about MSRP program improvements in the following school year. These recommendations take nothing away from a program that continues to show very impressive results on an annual basis. This year being no exception.

The recommended ideas and techniques offered below stem from a perceived problem and are just one of many ways to improve the performance of the program. As solutions are sought for optimum program operations, a dialogue/discussion should be undertaken to determine the best and most workable way to solve the perceived problem. The staff and evaluator should be brought into these discussions so that all involved feel part of the proposed new operation of the program.

1. The program supervisor and teaching staff should analyze the building results presented by objective, in order to formulate a plan to reduce differences in program impact across buildings.

2. With respect to language enhancement activities, the frequency of exact statement to restatement with extension of students by teacher (approximately 44/56) is a great improvement over last year's 70/50 ratio. However, the restatement ratio of 50/50 or even 60/40 seem more reasonable targets for all teachers. An inservice on how to further extend restatements with pairing of teachers to help each other may be warranted.

3. Supervised gross motor coordination need to take place on a daily basis for all preschoolers. This point needs to be reviewed with prekindergarten staff.

APPENDICES

APPENDIX A

MSRP Participants by Building as of February 13, 1995

Fuerbringer	32
Herig	41
Jerome	39
Kempton	21
Merrill Park	39
Chester Miller	33
John Moore	37
Stone	41
Zilwaukee	19
TOTAL	302

PART E -- NARRATIVE PROGRAM DESCRIPTION

DESCRIPTION OF PROJECT: Clearly define the project's goals and describe the plan for achieving these goals. State the critical objecuves, activities/tasks and provide a timeline for completion. Use additional sheets as needed.

GOALS	CRITICAL OBJECTIVES	ACTIVITIES/TASKS	TIMELINES
1) To provide a quality prekindergarten program. 2) To actively involve parents in their child's education. 3) To provide ongoing staff development to the prekindergarten staff.	Cognitive Component 1. Physical Knowledge	Feeling activities Furry and other texture toys Play dough Smelling and handling vegetables	Sept. 6, 1994 June 1, 1995
	2. Social Knowledge	Books Field trips Films Visitors Role playing Helpers in room	Sept. 6, 1994 June 1, 1995
	3. Knowledge: Classification	Color–blocks Shape Size Texture Tone Utility Smell Taste Calendar Sorting	Sept. 6, 1994 June 1, 1995
	4. Knowledge: Logical Mathematics Seriation	Length Height Weight Shades of color Hardness Softness Cuisenaire rods Block tower building Texture activities	Sept. 6, 1994 June 1, 1995

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GOALS	CRITICAL OBJECTIVES	ACTIVITIES/TASKS	TIMELINES
	5. Spatio-temporal Knowledge: Structure of time	Show and tell Story book Role playing Science experiments Calendar Preparation of lunch, art, clean up, home bound Growth stages Finger play Farmer in Dell Audio Visual material	Sept. 6, 1994 June 1, 1995
	6. Expressive language: Labeling	Naming pictures in story book Naming items in catalogue Naming objects in house Naming items in classroom Tag pictures	Sept. 6, 1994 June 1, 1995
	7. Expressive language: Mean length of utterance	Retelling of story Expanding child's sentence (i.e., apple--eat, apple--I eat, apple--I eat an apple.)	Sept. 6, 1994 June 1, 1995
	8. Expressive language: Semantics	Flannel board stories Language stories Emphasizing specifics Grammatical structures: such as ing, past tense, personal pronouns and copulas (verb "to be") and descriptors	Sept. 6, 1994 June 1, 1995
	9. Expressive language: Plot extension/expansion	Completing unfinished sentences Adding endings to stories Drawing inferences	Sept. 6, 1994 June 1, 1995

PART E -- NARRATIVE PROGRAM DESCRIPTION

DESCRIPTION OF PROJECT: Clearly define the project's goals and describe the plan for achieving these goals. State the critical objectives, activities/tasks and provide a timeline for completion. Use additional sheets as needed.

GOALS	CRITICAL OBJECTIVES	ACTIVITIES/TASKS	TIMELINES
	Psychomotor Component		
	10. Fine motor coordination	Art work Writing on board Finger painting Folding Stirring pudding Peg boards Geoboards Puzzles Cusienaire rods	Sept. 6, 1994 June 1, 1995
	11. Spatio-Temporal Knowledge	Games--straight line Role playing Manipulation of objects (rods, blocks, toys Poetry Prose Counting days till	Sept. 6, 1994 June 1, 1995
	12. Representation at the symbol	Sand drawings Paper cutting Cookie cutting with clay "Simon Says" Tracing Rubbing	
	13. Gross Motor Coordination	Rhythms Dancing Jungle gym Free play activities Balance beam Mats--tumbling Play all equipment	Sept. 6, 1994 June 1, 1995

PART E -- NARRATIVE PROGRAM DESCRIPTION

DESCRIPTION OF PROJECT: Clearly define the project's goals and describe the plan for achieving these goals. State the critical objectives, activities/tasks and provide a timeline for completion. Use additional sheets as needed.

GOALS	CRITICAL OBJECTIVES	ACTIVITIES/TASKS	TIMELINES
	Affective Component		
	14. Preference Value Teacher	One to one relationship with an adult Seeking adult as a resource	Sept. 6, 1994 June 1, 1995
	15. Self-control	Consistence classroom environment--inne control--freedom and responsibility	Sept. 6, 1994 June 1, 1995
	16. Positive Peer Interaction	Sharing, selecting partners, initiating activities with others	Sept. 6, 1994 June 1, 1995
	17. Initiates activities	Positive reinforcement	Sept. 6, 1994 - June 1, 1995
	18. Positive work	Continues with task	Sept. 6, 1994 - June 1, 1995
	19. Curiosity	Questions, explores, experiments	Sept. 6, 1994 - June 1, 1995
	20. Creativity	Different ways to approach a task	Sept. 6, 1994 - June 1, 1995
	Parent Participation Component		
	21. Parent participation	Parents will be expected to help out in the classroom or field trips at least once per month	Sept. 6, 1994 June 1, 1995
	22. Parent education program: Friday meetings	Friday parent/child meetings will be held at least once per month covering learning activities of the past month, what is planned in the future, and how parents can help their child	Sept. 6, 1994 June 1, 1995
	23. Parent education: Home work activities	Every two weeks a new homework assignment will be given relative to one of the first 13 cognitive/psychomotor objectives	Sept. 6, 1994 June 1, 1995

PART E -- NARRATIVE PROGRAM DESCRIPTION

DESCRIPTION OF PROJECT: Clearly define the project's goals and describe the plan for achieving these goals. State the critical objectives, activities/tasks and provide a timeline for completion. Use additional sheets as needed.

GOALS	CRITICAL OBJECTIVES	ACTIVITIES/TASKS	TIMELINES
	Curriculum Component		
	24. To establish an Early Childhood Education Curriculum Committee	Curriculum Committee meetings	October, 1994 June, 1995
	Community Collaboration Component		
	25. To establish Early Childhood Education Advisory Committee	Advisory Committee meetings	October, 1994 June, 1995
	Staff Development Component		
	26. Early Childhood Education staf will participate in inservice to improve their instructional skills and broaden their knowledge base.	Appropriate inservice programs will be developed and implemented	October, 1994 June, 1995

Prekindergarten

SAGINAW OBJECTIVE REFERENCED TEST (PK-Sort)

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Superintendent, Foster B. Gibbs, Ph.D.

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APPENDIX C

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APPENDIX C

DIRECTIONS FOR ADMINISTERING

PREKINDERGARTEN SAGINAW OBJECTIVE REFERENCED TEST (PK-SORT)

This test is to be administered on a one-to-one basis. It is important that each testing situation be essentially the same for all pupils. Very careful attention should be given to the detailed instructions that are provided in these directions, as well as the instructions that are incorporated into the test itself.

All teacher directions that are included in the test will be in parentheses ( ) and are not to be read to the pupil. The teacher should be familiar with all questions as well as the materials that are to be used in administering the test. The test kit should be checked for inclusion of a complete set of the manipulative materials and flash cards. (See Appendix A for an inventory of these materials.)

In administering the test, the teacher is to score the pupil response to each item as it is given. Each item is scored on a right or wrong basis. The content of each pupil response is to be accepted by the teacher at face value. The teacher should be careful not to provide the pupil with any verbal or non-verbal signals that might influence the pupil's thinking or eventual answer.

It is appropriate for the teacher to provide help that ensures that the pupil understands the task to be performed. In order to facilitate this understanding, each set of instructions should be given and then be repeated. Some pupils benefit from a pause or a "wait time" before they are required to give a response. It is permissable to have a pupil start over if it appears that he/she has forgotten the task, or is confused as to what to do. The pupil should be given up to 30 seconds to respond to any given item. Every

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attempt should be made to administer all items of the test to all pupils. The teacher should take as much time as reasonably necessary to complete the test. If appropriate, the test can be given over a number of days and in a number of settings.

Since the teacher is to judge the correctness or incorrectness of each pupil response, the directions for each test item contains a section on correct or acceptable responses. A clear understanding of the acceptable responses provided in the test instructions will ensure that the teacher can quickly and consistently score each item. Responses are to be scored and coded on the answer sheet as the pupil answers each question. The following symbols are to be used for scoring:

A for correct responses and

B for incorrect or no responses

A machine scoreable answer sheet will be used to record the pupil's responses. The teacher should carefully follow the procedures that are outlined in the "Directions for Completing the Prekindergarten SORT Answer Sheets". These directions will be included in the packet containing the machine scoreable answer sheets.

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APPENDIX C

PRE-KINDERGARTEN SORT TEST ITEMS

PART I: COGNITIVE DEVELOPMENT SUBTEST

(Remember, all statements in parentheses ( ) are intended for your use and are not to be read to the child. In recording answers on your answer sheet, you should code A = correct response and B = incorrect or no response.)

1. SAY, "Let's play a game where you have to tell me about things you cannot see."

   (Hand the pupil feely sock Number 1. It contains a metal zipper.)

   SAY, "Put your hand in the sock. Keep your hand in the sock. Take the thing that is in the sock and feel it. Tell me about it."

   (Pause. Listen for one of these acceptable responses and mark your scoring sheet accordingly.)

   Acceptable Responses

   -- Name of the object
   -- Shape of the object
   -- Use of the object
   -- Name of the material of the object
   -- Texture of the object

   SAY, "Let's take a look at it. Now, let's do another one."

   (Put away sock Number 1 making sure that the zipper is put back, take out sock Number 2.)

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2. (Hand the pupil feely sock Number 2. It contains a toothbrush.)

SAY, "Put your hand in the sock. Keep your hand in the sock. Take the thing that is in the sock and feel it. Tell me about it."

(Pause. Listen for one of these acceptable responses and mark your scoring sheet accordingly.)

Acceptable Responses

— Name of object
-- Shape of the object
— Use of the object
-- Name of the material of the object
— Texture of the object

SAY, "Let's take a look at it. Now, let's do another one."

(Put away Number 2 making sure that the toothbrush is put back, take out sock Number 3.)

- - - -

4. SAY, "Now let's take a look at some pictures and talk about them."

(Show the child the picture marked with the Number 4 on the back. As you are holding it follow these directions.)

SAY, "Tell me who this worker is. What does s/he do?"

(Pause for response, listening for one of the acceptable responses listed below.)

Acceptable Responses

-- Name of the role or title of the worker or
-- A description of what s/he does or how the worker helps us.

(Mark your scoring sheet accordingly.)

5-7. (Put away picture Number 4 and continue following the same directions for pictures 5, 6, and 7. Remember to mark on your scoring sheet after each question.)

- - - -

9. SAY, "In just a minute we will play a game with some circles and triangles which should be lots of fun."

(Open the envelope marked item Number 9 and randomly place the shapes in front of the pupil. As you describe what the pupil is to do, gesture with your hands to represent two piles.)

SAY, "Put the shapes that are the same into two piles. All the shapes in each pile should be alike."

(Pause for the child to group the shapes. Make sure that the groups are correct according to the acceptable response listed below.)

Acceptable Response

— Grouping according to form

(Mark your scoring sheet accordingly.)

- -

10. SAY, "Now let's play with some toy bears. They are a family."

(Remove toy bears from envelope marked item Number 10 and allow child to play with and talk about the bear family.)

SAY, "Now, can you put this family from the biggest to the smallest?"

(Pause for the child to arrange the bears from biggest to smallest or the reverse order. Make sure that the arrangement is correct according to the acceptable responses listed below.)

Acceptable Responses

-- All four bears from biggest to smallest or
— All four bears from smallest to biggest

(Mark your scoring sheet accordingly.)

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11. SAY, "Now let's take a look at some pictures and put them in order."

(Open the envelope marked Item 11 and randomly place the four pictures in front of the child.)

SAY, "Here are four girls. Some of the girls are tall, some are short. Put the girls in a row from tallest to shortest."

(Provide a ruler as base. Pause for the child to arrange the girls. Make sure that the arrangement is correct according to the acceptable responses listed below.)

Acceptable Responses

-- All four pictures from tallest to shortest or
-- All four pictures from shortest to tallest

(Mark your scoring sheet accordingly.)

- -

SAMPLE EXERCISE

SAY, "We are going to look at some pictures. We're going to talk about what happens first, next, and last."

(Open envelope marked "Sample, 12 and 13". Take out pictures for sample item. Lay pictures on table in order of #1, #2, #3, left to right, facing child.)

SAY, "Let's do this together. Listen to the story."

Mother mixed up a cake.
She put it into the oven to bake.
Then the cake is ready to eat.

SAY, "Show me the picture that happened first."

(Pause for answer and correct if he/she has not understood directions.)

SAY, "Show me the picture that happened next."

(Pause for answer and correct child if he/she has not understood.)

SAY, "Show me the picture that happened last."

(If child gives incorrect sequence, teacher tells the story and presents pictures in correct sequence.)

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12. SAY, "Let's do another story."

- (Put Item 12 pictures out in order of #1, #2, #3, left to right, facing child.)

SAY, "Listen to the story."

Daddy wrote a letter.
He walked to the mailbox.
He mailed the letter to his friend.

SAY, "Show me the picture that happened first."
(Pause for correct picture.)

SAY, "What happened next?"
(Pause for correct picture.)

SAY, "What happened last?"
(Pause for correct picture.)

Child must point to or give you pictures in correct order.

(Mark your scoring sheet accordingly and put pictures away.)

13. SAY, "Let's do another story."

(Put Item 13 pictures out in order #1, #2, #3, left to right, facing child.)

SAY, "Listen to the story."

The boy fell in the mud.
He took a bath.
Now he is all clean!

SAY, "Show me the picture that happened first."
(Pause for correct picture.)

SAY, "What happened next?"
(Pause for correct picture.)

SAY, "What happened last?"
(Pause for correct picture.)

Child must point to or give you pictures in correct order.

(Mark your scoring sheet accordingly and put pictures away.)

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14. SAY, "I have a picture here out of a story book. It's part of the story, but the words are missing. Would you look at my picture and help me with the story?"

(Teacher hands child the picture from folder marked Number 14.)

SAY, "Tell me what you see in this picture."

(Pause for the child to answer. Make sure that the answer is listed below as an acceptable response.)

Acceptable Responses

-- Name at least four objects in picture

(Need not identify correctly)

For example:		
	dog	ball
	squirrel	cars
	boys	slide
	girls	picnic table
	baby	tree
	cup	blanket
	grandma	bottle
	sandwich	clover
	pie	flowers
	glass	chair

Incorrect Responses

— Did not talk
-- Named less than four objects
— Gave irrelevant responses

(Mark your scoring sheet accordingly.)

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(Child continues to use picture marked Number 14.)

13. SAY, "Tell me what you think is happening in the picture?"
"Can you tell me more about the picture?"

(Pause for the child to tell the story. Make sure that the answer is listed below as an acceptable response.)

Acceptable Response

-- Uses a sentence of 5 or more words

Incorrect Responses

— Child does not talk
-- Uses sentences of four words or less
— Uses phrases

(Mark your scoring sheet accordingly.)

16. (Score story given for item 13 in terms of acceptable responses given below.)

Acceptable Response

-- Uses at least 3 or 5 of the listed elements of fluency. *

Incorrect Response

-- Uses less than 3 of the listed elements of fluency. *

* Fluency consists of additional responses using:

— Modifiers (uses adjectives or adverbs.)
-- Spatial elements (uses prepositions indicating position.)
-- Number words
-- Emotional or feeling words
— Sequence (uses phrases to describe a series of events.)

(Mark your scoring sheet accordingly.)

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17. (Child continues to hold the picture from the folder marked Number 13.)

SAY, "What do you think will happen next? What will they do when the picnic is over?"

(Pause for the child to answer. Make sure that the answer is listed below as an acceptable response.)

Acceptable Response

-- Child uses 1 or more of the elements listed below as a plot extension. * Any of the extensions below should be acceptable.

* Plot extension consists of:

-- Inferences
-- Predictions
-- Cause and effect
-- Conclusions

Incorrect Response

-- Child does not use plot extension. *

* Plot extension consists of:

-- Inferences
-- Predictions
-- Cause and effect
-- Conclusions

(Mark your scoring sheet accordingly and put the picture away.)

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APPENDIX C

PART II: PSYCHOMOTOR ABILITIES SUBTEST

31. (From envelope marked Number 31, ask pupil to fold a 5" x 5" sheet of paper in half. Teacher demonstrates with a sample.)

SAY, "Fold the paper in half."

Acceptable Response

-- Using ruler, folds should show an accuracy ± 3/8" in any direction.

(Mark scoring sheet accordingly.)

- -

32. (Using the same folded sheet, ask pupil to open the sheet and cut the paper on the fold.)

SAY, "Now open the sheet and cut the paper on the fold line."

(Teacher demonstrates with his/her sample.)

Acceptable Response

-- Using ruler, cuts should be ± 1/2" from the fold.

(Mark scoring sheet accordingly.)

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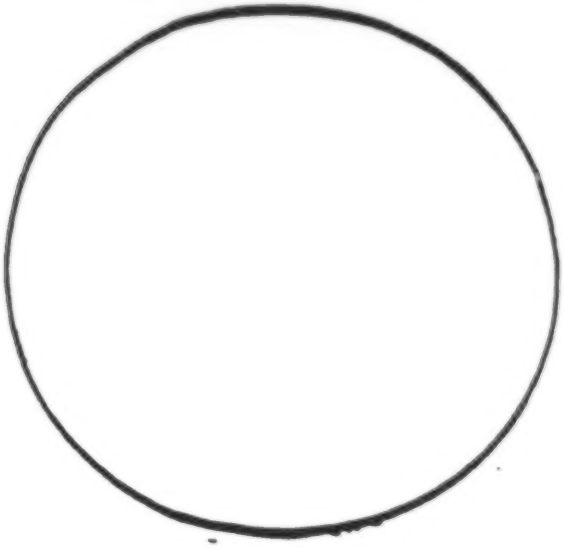
33. (Using a crayon from envelope Number 33, ask pupil to color inside the outline of the circle.)

SAY, "Color inside this circle. Color all of the circle."



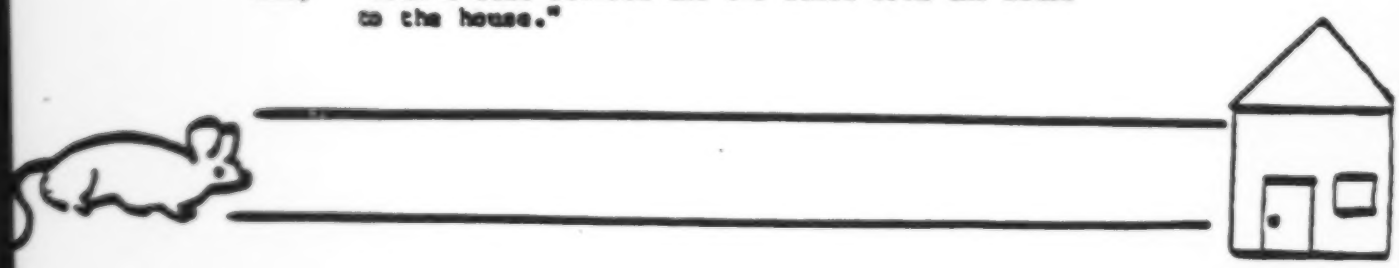
Acceptable Response

-- Using ruler, coloring marks should not exceed 1/2" at any point and approximately 2/3 rds of circle should be colored.

(Mark scoring sheet accordingly.)

34. (Using a crayon from envelope Number 34, ask pupil to draw a line between the two lines.)

SAY, "Draw a line between the two lines from the mouse to the house."



Acceptable Response

-- Crayon line must be within parallel lines and connect the mouse to the house or come within at least 1/2" of touching both the mouse and the house.

(Mark scoring sheet accordingly.)

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55. (Using cut-out forms from envelope Number 55, place them on the table facing the child in the order shown below. Then take a similar set from envelope Number 55 and ask the child to make the same pattern.)

SAY, "You make your row look just like mine."

Acceptable Response

-- Linear order must be the same as the example.

(Mark scoring sheet accordingly.)

---

56. (Child must be seated across the teacher. Teacher places his/her 5 toy cars from envelope Number 56 on the oaktag circle. The teacher puts down the parking strip, one in front of the child and another at least 10 inches away from that one and parallel to it.)

SAY, "We are going to build parking lots. First, you watch how I park my cars and trucks."

(From the circle the teacher takes 5 cars and places them on teacher parking strip #2 in the same predetermined order for all children as printed on parking strip. Teacher then places the child's 5 toy cars on the oaktag circle and asks the child to park his/her cars on child's parking strip #1 to look just like the teacher's.)

SAY, "Park your cars just like mine."

Acceptable Response

-- Linear order of cars must be the same as the teacher's order according to color.

(Mark scoring sheet accordingly.)

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57-60. (Using cards from envelope Number 57-60, show one card at a time in the following order. Hand an extra sheet of paper to the child to draw the figures.)

SAY, "Draw a shape like this one."

Acceptable Response

-- See Appendix B for acceptable drawings as shown in Administration and Scoring Manual for the Developmental Test of Visual Motor Integration.

---

61. (Given the directive [opportunity] to hop on one foot, the child will be able to take five consecutive hops on either foot.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

---

62. (Given a mark on the floor, the child will be able to jump over it by simultaneously lifting both feet from the floor and propelling his/her body forward and landing with feet together.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

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63. (Given a directive [opportunity] to skip, as a participant in any group activity which involves skipping, the learner will be able to skip using alternate feet, for a distance of ten or more feet.)

Acceptable Response

-- Successful performance of the above activity.

(Mark scoring sheet accordingly.)

- - - -

APPENDIX C

ATTACHMENTS

APPENDIX C

ATTACHMENT A

PRE-POST INVENTORY OF MATERIALS

PART I: COGNITIVE DEVELOPMENT SUBTEST

Item 1. - 1 feely sock with a zipper in it.

Item 2. - 1 feely sock with a toothbrush in it.

Item 3. - 1 feely sock with a plastic egg in it.

Items 4-7. - picture of a postman, policeman, truck driver, and snack bar attendant.

Item 8. - 4 green and 4 yellow candies (4 round and 4 rectangular)

Item 9. - 5 circles (3-3/4" diameter) and 4 triangles (3-7/8" sides)

Item 10. - 4 bears of varying heights/sizes

Item 11. - 4 girl paper dolls of varying heights/sizes and 1-12" ruler for base (9-1/2", 7-7/8", 6-1/4", and 5-1/4" tall)

Sample - 3 pictures of Mother mixing cake, baking cake, and serving cake.

Item 12. - 3 pictures of Dad writing letter, walking to mailbox, and mailing letter.

Item 13. - 3 pictures of Boy falling in mud, taking bath, and then all clean.

Item 14. - 1 picture of a picnic.

PART II - PSYCHOMOTOR DEVELOPMENT SUBTEST

Items 31-32. - 4-inch square pieces of paper and 1 pair of scissors.

Items 33-34. - paper with a 3-inch circle and a mouse/house illustration on it. (template for 3-inch circle scoring.)

Item 35. - 4 house illustrations and
6 face illustrations.

Item 36. - 2 strips of oaktag (3" x 8-1/2") for parking lots
1 oaktag circle (3-1/8" in diameter) for setting out cars and trucks
3 sets of different colored cars and/or trucks (2 per set).

Items 37-60. - oaktag flash cards (5-1/2" x 5-1/2") of a square figure, a triangle figure, a plus sign, and an "X". multiple sheets of paper set up for students to replicate figures with four quadrants.

Item 62. - 1 strip of tape or mark on the floor is needed.

Item 64. - a 2" x 4" x 10" piece of lumber or a balance board is needed.

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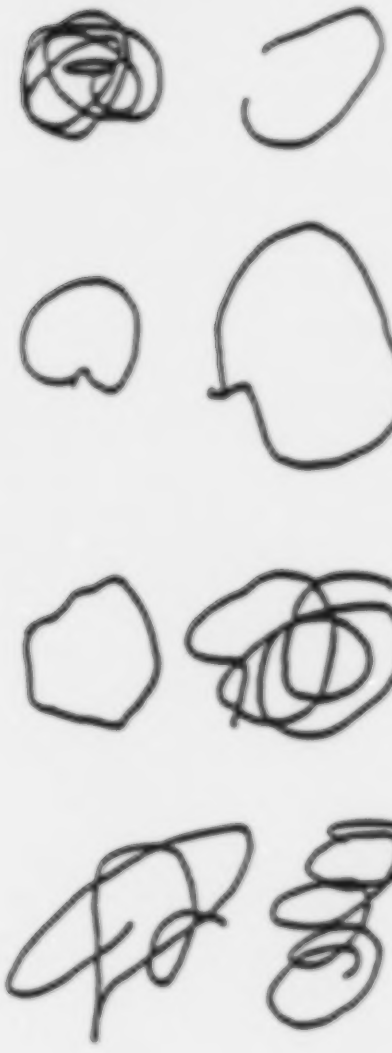
APPENDIX C

ATTACHMENT 3

FORM 3 Circle
Scoring Criteria

Predominantly circular lines

Age Norms
(Mastered)
2.9
(Copied)
3.0

Passing	Failing
	

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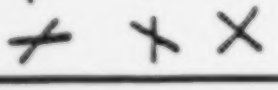
APPENDIX C

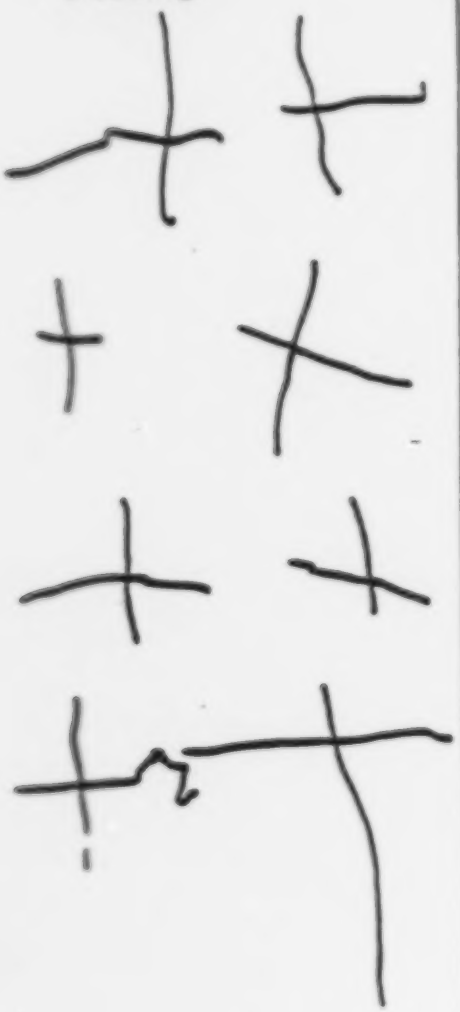
ATTACHMENT B

FORM 4 Vertical-Horizontal Cross Age Norm 4:1

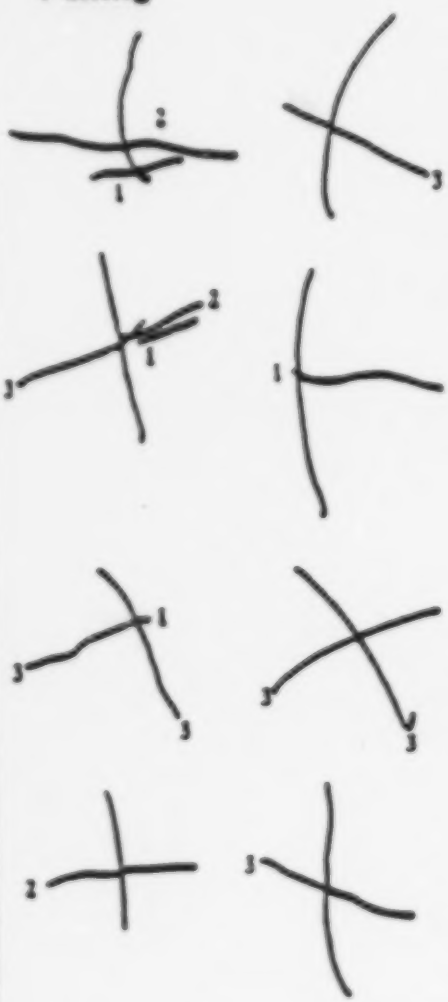
Scoring Criteria

1. Two fully intersecting lines	not	
2. Two continuous lines	not	
3. At least ½ of each line within 20° of its correct orientation	not	

Passing



Failing



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APPENDIX C

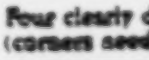
ATTACHMENT B

FORM B Square

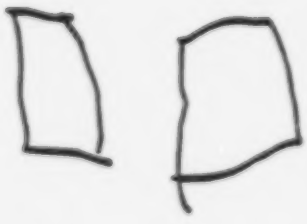
Scoring Criteria

Age Norm 4.6

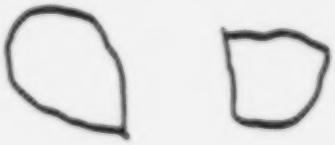
Four clearly defined *sides* (corners need not be angular)



Passing



Failing



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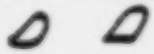
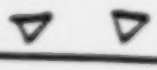
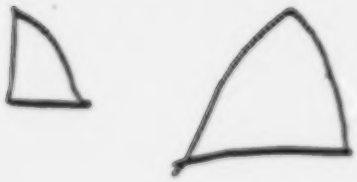
ATTACHMENT 3

FORM 9 Triangle
Scoring Criteria

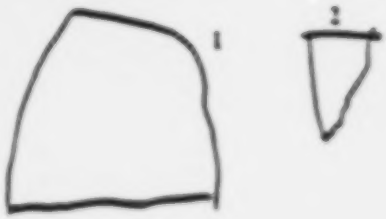
Age Norm 3.3

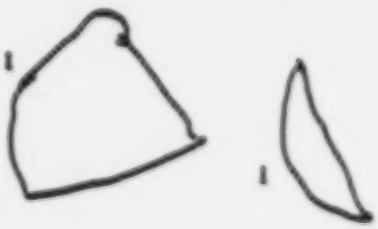
1. Three clearly defined sides	not	
2. One corner higher than others	not	

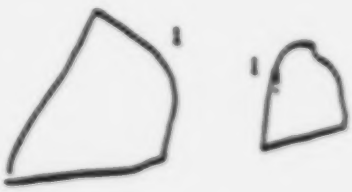
Passing



Failing







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APPENDIX D

THE AFFECTIVE RATING SCALE (Post-testing)

Teacher: _____ School: _____
Date: _____ Session: _____a.m. _____p.m.

Directions: Please circle one of the ratings (VF for "very frequently", F for "frequently", S for "sometimes", I for "infrequently", and VI for "very infrequently") for _____
(Student's Full Name)
on each of the following behavioral dimensions.

		VF	F	S	I	VI
181.	Selects a partner	1	2	3	4	5
182.	Asks question	1	2	3	4	5
183.	Initiates activities with others	1	2	3	4	5
184.	Explores objects in his environment	1	2	3	4	5
185.	Trusts teacher	1	2	3	4	5
186.	Initiates interaction with teachers	1	2	3	4	5
187.	Completes assignments	1	2	3	4	5
188.	Seeks information from teacher	1	2	3	4	5
189.	Seeks information from peers	1	2	3	4	5
190.	Seeks adult approval	1	2	3	4	5
191.	Interacts with other children	1	2	3	4	5
192.	Stays with some activity for 10 minutes	1	2	3	4	5
193.	Exhibits inner control during observation	1	2	3	4	5
194.	Exhibits inner control without direction	1	2	3	4	5
195.	Brings his treasures to school	1	2	3	4	5
196.	Shows flexibility in use of materials	1	2	3	4	5
197.	Attempts new activities	1	2	3	4	5
198.	Tries new ways to tackle problems	1	2	3	4	5

APPENDIX E

DECISION RULES

Prekindergarten/MECEP Tally Sheets

- To be counted, students must have attended program at least four months; counted at the school at which data is reported ("moved to" is not counted unless data of "receiving" school does not contain "moved" student).

- To be counted as attaining individual standard:

  - Half year:

    -- At least <u>two</u> occurrences "helps in classroom"
    -- At least <u>two</u> occurrences "meetings"
    -- At least <u>five</u> occurrences "home activities"

  - Whole year ($\geq$ 6 months in program)

    -- At least <u>four</u> occurrences "helps in classroom"
    -- At least <u>four</u> occurrences "meetings"
    -- At least <u>nine</u> occurrences "home activities"

Table F-1

Percent of Students Attaining Mastery on PK-SORT Objectives by Building

PK-SORT Objective (Criterion)[a]	BUILDING									PROGRAM WIDE (N=301)
	Fuerbringer (N=32)	Kempton (N=21)	Herig (N=39)	Jerome (N=37)	Miller (N=36)	M. Park (N=38)	J. Moore (N=40)	Stone (N=39)	Zilwaukee (N=19)	
1 (80)	96.9	90.5	100.0	100.0	100.0	92.1	87.5	88.7	94.7	94.7
2 (80)	87.5	100.0	94.9	97.3	100.0	89.5	95.0	92.3	94.7	94.4
3 (50)	90.6	100.0	92.3	94.6	88.9	73.7	95.0	74.4	100.0	88.7
4 (70)	100.0	100.0	97.4	86.5	94.4	89.5	100.0	41.0	100.0	88.4
5 (50)	100.0	100.0	97.4	91.9	80.6	89.5	100.0	53.8	100.0	89.1
6 (85)	96.9	95.2	100.0	100.0	100.0	94.7	100.0	94.9	100.0	98.3
7 (80)	96.9	76.2	100.0	89.2	91.7	94.7	92.5	79.5	94.7	92.4
8 (65)	87.5	100.0	94.9	94.6	91.7	94.7	70.0	71.8	78.9	85.0
9 (50)	93.8	100.0	100.0	100.0	88.9	94.7	92.5	94.9	100.0	95.7
10 (80)	100.0	81.0	100.0	94.6	100.0	94.7	97.5	79.5	100.0	95.7
11 (65)	81.2	81.0	84.6	73.0	88.9	68.4	85.0	43.6	78.9	75.4
12 (65)	71.9	71.4	74.5	70.3	75.0	60.5	80.0	35.9	73.7	67.4
13 (80)	96.9	85.7	94.9	97.3	91.7	76.3	95.0	79.5	89.5	89.7

Note. N=301.

[a]Represents criteria for each objective.

Table G-1

Average Pre- to Post-test Change[a] on the Affective Rating Scale (ARS) by Objective and Building

Obj.	Objective Description	BUILDING									PROGRAM WIDE (N=301)
		Fuerbringer (N=32)	Herig (N=39)	Jerome (N=37)	John Moore (N=40)	Kempton (N=21)	Miller (N=36)	Merrill Park (N=38)	Stone (N=39)	Zilwaukee (N=19)	
14	Preference Value Teacher	2.2	2.5	1.7	1.5	1.6	1.5	2.2	2.0	1.9	1.9
15	Self-Control	2.1	2.0	1.6	1.3	1.7	1.9	2.5	2.1	1.7	1.9
16	Positive Peer Interaction	2.0	2.6	1.8	1.5	1.8	1.9	2.5	2.0	1.8	2.0
17	Initiates Activities	2.3	2.3	1.6	1.6	1.7	1.7	2.6	2.5	2.0	2.0
18	Positive Work Attitude	2.0	2.6	1.6	1.8	1.8	1.9	2.7	2.1	2.1	2.1
19	Curiosity	2.1	2.6	1.5	1.6	1.6	1.7	2.6	2.1	1.7	2.0
20	Creativity	2.5	2.6	1.7	2.0	1.8	1.9	2.4	2.3	1.8	2.1

Note. N=301.

[a]Performance Standard - pre- to post-test increases will average 20% or more relevant ARS items (i.e., a change of at least one scale point on the instrument in a positive direction).

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APPENDIX H

Table H-1

MSRP Families Attaining Objectives Regarding Parents as Partners Component

School	Number of Students Enrolled[a]	Parent Participation Objective 14 #	%	Parent Meetings Objective 15 #	%	Homework Activities Objective 16 #	%
Fuerbringer	32	17	(53.1)	26	(81.3)	27	(84.4)
Herig	40	40	(100.0)	40	(100.0)	40	(100.0)
Jerome	39	38	(97.4)	35	(89.7)	38	(97.4)
Kempton	21	17	(81.0)	19	(90.5)	21	(100.0)
M. Park	40	25	(62.5)	31	(77.5)	40	(100.0)
C. Miller	38	32	(84.2)	36	(94.7)	38	(100.0)
J. Moore	43	28	(65.1)	33	(76.7)	40	(93.0)
Stone	41	22	(53.7)	30	(73.2)	32	(78.0)
Zilwaukee	19	18	(94.7)	16	(84.2)	17	(89.5)
TOTAL	313[b]	237	(75.7)[c]	266	(85.0)[c]	293	(93.6)[c]

Note. N=313.

[a] Number of students enrolled and attending program for at least four months.
[b] While some students were enrolled at more than one site during that year, each individual student was counted only once in these statistics.
[c] Objective attainment:
—Parent participation by at least 60% for at least four school activities.
—Parent meetings by at least 60% for at least four Friday meetings.
—Homework activities by at least 80% for at least nine home activities.

APPENDIX I

SAGINAW CITY PUBLIC SCHOOLS

PREKINDERGARTEN CURRICULUM ADVISORY COMMITTEE

Pauline Lawrence	Pre-K Teacher
Juanita Lugo	Pre-K Teacher
Pam Higgs	Pre-K Teacher
Susie Helfrecht	Kindergarten Teacher
Val Boeve	Kindergarten Teacher
Barb Korting	Kindergarten Teacher
Delores Williams	First Grade Teacher
Nancy Brill	First Grade Teacher
Nancy Wilmer	First Grade Teacher
Sue Ozerajtys	Second Grade Teacher
Linda Topman	Second Grade Teacher
Jeanette McCollum	Second Grade Special Education Teacher
Janet Joswiak	Administration
Delores Gills	Parent
Willa Randle	Parent

APPENDIX J

FAMILY LIFE EDUCATION ADVISORY COMMITTEE MEMBERSHIP

George Adams	RDLLC
Regina Allen	Social Security Administration
Roxie Bagley-Clemons	Catholic Family Service Diocese of Saginaw
Gayle Barbosa	Saginaw County Child Development Centers
Joyce Barlow	Childrens Protective Services
Joyce Barrows	New Perspectives Home for Pregnant
Mary Bishop	Saginaw County Child Development Center
Sylvia Brantley	Ruben Daniels
Mary Bridgewater	Houghton Elementary
Judith Brown	Saginaw High School
Nancy Butterfield	Saginaw General Hospital
Gloria Byers	March of Dimes
Kathy Canel	Arthur Hill High
Mary Cornford	Saginaw Intermediate School District
Jean Farrington	COC
Mary Folino	School District of the City of Saginaw
Ann Graham, C.N.M.	Valley OB/GYN
Y.T. Gray	RDLLC
Sandy Henderson	RDLLC
Linda Johnson	
Mary Ellen Johnson	Teen Parent Support Program
Barbara Johnson Stacy	Saginaw County Juvenile Court
Jan Joswiak	School District of the City of Saginaw
Louise Kring	RDLLC
Paul Kurecka	School District of the City of Saginaw
Teri Lieber	RDLLC
Pari Michalski	RDLLC
Brenda Nolish	Saginaw County Juvenile Court
Sherry O'Neal	
Sara Oravitz	RDLLC
Willa Randle	RDLLC
Raul Rio	School District of the City of Saginaw
Sandra Robinson	NRS
Suzanne Robinson	North
Joyce Rouse	Saginaw County Department of Public Health
Mari Sargent	Child and Family Services
Donald Scott	School District of the City of Saginaw
Mary Scott	Webber Middle School
Pat Shastri	
Susan Smith	Department of Social Services
Nate Spears	Boysville of Michigan
Wendy Spears	Kinder-Kare/RDLLC
Ron Spess	Saginaw County Youth Protection Council
Colleen Stinton-Czuprynski	Child and Family Services
Diane Swisher	Healthy Start
Debbie Talaga	Saginaw General Hospital
Craig Tatum	SVSU
Sherri Tiderington	CAN Council
Robert Viera	Saginaw County Child Development Center, Inc.
Cliff Warnert	Department of Social Services
Carol Winchell	Saginaw Valley Regional 4C
Ravi Yalamanchi	Saginaw Housing Commission
Nancy Ziozios	RDLLC